

EASTERN MICHIGAN UNIVERSITY
Commission on the Future of Instructional Delivery

November 19, 2004
G11, Boone Hall

Attendees: D. Barton, J. Beaghan, J. DeCamp, D. deLaski-Smith, H. Eiss, R. Fulkert, E. Hoffman, K. Kustron, B. Lahidji, D. Loppnow, R. Lucas, D. Malone, S. Menzel, D. Mielke, S. Nelson, L. Nybell, J. Palladino, D. Pearson, L. Rocklage, D. Silverman, J. Tracy, T. Venner, K. Victor-Burke, C. Willis

Absent: A. Hogan, B. Leapard, P. Leighton, C. McAnuff

Guest(s): M. Byrd, D. Gaymer

The meeting was convened at 3:08 p.m.

Agenda Items:

- I. Approval of Minutes:
 - a. N/A

- II. Additional Agenda Items:
 - a. None

- III. Meeting Schedules
 - a. Commission on the Future of Instructional Delivery meetings fall 2004 - review of meeting dates.
 - October 20, 2004; 6:00-8:00; University House (dinner)
 - November 19, 2004; 3:00-5:00; G11 Boone
 - ***December 3, 2004; 3:00-5:00; G11 Boone***

 - b. Commission on the Future of Instructional Delivery meetings winter 2004 - review of meeting dates.
 - ***January 7, 2005; 3:00-5:00***
 - ***February 4, 2005; 3:00-5:00***
 - ***March 11, 2005; 3:00-5:00 (note that this meeting is on the second Friday of the month, unlike the others which are on the first Friday)***
 - ***April 1, 2005; 3:00-5:00***
 - ***May 6, 2005; 3:00-5:00***

- IV. Review of Materials Distributed:
 - a. Agenda Topics
 - b. CFID – Summary of Discussion, October 20, 2004
 - c. CFID – Background and Charge, October 20, 2004
 - d. Suggested Subcommittee Process, Agenda Template, Minutes Template
 - e. Continuing Education Overview Presentation Handout

- f. Continuing Education Advisory Council 2004-2005 Roster
 - g. Student Headcount and Credit Hours
- V. Topics of Discussion:
- a. The following points were brought up during the discussion “Introductory Remarks:”
 - D. Loppnow opened the meeting with introductions. The President remarked that there are high hopes on campus for the work this group is doing, and that he hopes the group is ready to be change agents. As the length of time he has spent on campus grows, he has become even more sensitized to the importance of the Commission’s task.
 - In light of President Willis’ need to leave early, it was moved to rearrange the agenda such that the Continuing Education presentation was given early in the meeting. D .Loppnow reiterated the Commission’s charge, which is to look at instructional delivery from all angles. The process for doing this is open for the group to shape, though it needs to be open, transparent, and as thorough as possible, given the stakeholders’ interests. He introduced the Process subcommittee and their recommendations, indicating the meeting would focus on ground rules, organization, and subgroups later.
 - b. The following points were brought up during the presentation “Continuing Education Overview:”
 - D. Loppnow provided context for this presentation by stating the purpose is to provide the Commission with some basis of common understanding about the Continuing Education aspect of instructional delivery, and the data that group has compiled about the various student constituencies and their course selection patterns. The presentation was conducted by D. Gaymer and D. Malone. Please refer to their handout for details.
 - Remarks about specific issues in the presentation included:
 - Re: Slide 8: Each satellite location has its own personality. The Detroit center is geared to service-oriented programs, like Public Safety Administration, the Urban Teacher Certification Program, Social Work., etc. Flint and Livonia are the oldest sites. Some regional offices are housed in community college buildings. The primary program at the Traverse City location is the Summer Program (other universities even send students there for the Summer Program). The Eagle Crest is the site for many of the Washtenaw County courses.
 - Re: Slide 12 (“Program Plan Template”), there has been an interest lately in the growth of Continuing Education with relation to the campus. This growth is intentional and there is a strategy and process to accomplish it, part of which is program planning. When approached by an academic department to offer a course, the course is evaluated following this process, which is similar to developing a business plan for a new product. The risk of developing the new product and managing that risk are assessed.
 - Re: Slide 13 and 14 (“Context and Competition”), Continuing Education takes an “outside in” approach to planning. The traditional student is not always a prime driver of growth; there has been a considerable shift to non-traditional students for a variety of reasons. The movement from a public policy to a market-driven environment puts CE in an awkward position because we are not used to competing in the marketplace. As an institution we may need to learn how to do this, too. Convenience has

- become an extremely important factor for our students as many are older, working, commuter, non-traditional, etc.
- Re: Slide 17 (“Benchmarks for Online Student Services”); E-Learning standards were highlighted.
 - It was requested that the bullet “Cost control” be explained. This can be explained by the example of how to manage a faculty member linking to content in an on-line course. The instructor can add a fee to give students access to publisher materials. Continuing Education looks for ways to provide this service for students without the added fees, like working with the publisher to distribute materials on CD-ROM, or accessing the materials via a slower band width. For fully on-line courses, the tuition is in-state, plus \$40 per credit hour.
 - The bullet “Developing Professional Network for Full Programs” was also requested to be clarified. The Dietetics program was given as a good example; it is completely on-line and is able to avail itself of the support offered to on-line programs. Students have access to both didactic lecture content and online documents. If we are going to launch a program to a national audience, we need to offer that kind of support.
 - Re: Slide 18 (“Training Methods”); large group sessions were less successful than one-on-one. Staff learns content and tries to optimize use. The interdisciplinary process is a huge factor in the success of on-line courses.
 - Re: Slide 20 (“Online Course Development”); this system makes EMU unique because it has been thought through, and is user-friendly.
 - Re: Slide 21 (“Growth of CE: Courses & Credit Hours”); these categories are growing at a good rate overall. The 2000-2001 numbers didn’t grow as much, as the Weekend University courses were moved by policy change back to the departments
 - Re: Slide 23 (“FY 2003-2004 SCH”); out of the total SCH, 12% is done by CE. The percentage of this medium of delivery has grown, in addition to the gross.
 - Re: Slide 29 (“Mix of Instructor Types”); the mix of instructor types in CE is similar to that on campus, so the quality of off-campus courses is the same as that for courses offered on campus.
- Questions and comments after the presentation included:
 - Compressed interactive video classes were never very widely used, as students and faculty preferred online delivery and bypassed this medium.
 - M Byrd presented some information about the kinds of students who take online courses (see handout). An important interpretation of this is that students taking courses both on campus and on line are taking more credits than those who just take on-campus courses. Students also indicated this in their survey responses.
 - It was pointed out that other scenarios need to be included, like students following programs that are exclusively on line. Data are still being gathered for those situations. It would be useful to have some data on whether these students are taking their first class on line, or if they have done others.

- There was interest in determining if students availing themselves of mixing course delivery methods contributes to increased matriculation rates, and what the gpa of these students might be as compared to those taking courses solely on campus.
 - Since Continuing Education includes online and off-campus courses, it looks like the large majority of traditional students are somehow involved in CE. It also works the other way; students who normally attend courses in Livonia, for example, come to Ypsilanti for courses they can't get elsewhere.
 - Any other questions pertaining to these data should be captured and referred to CE for help.
 - How many students are failing their on-campus courses, but doing well on line? It's really difficult to determine that sort of data, as they could be taking courses elsewhere. Getting information from surveys is safest. Also, there are many other issues that tend to contribute to lack of success, rather than instructional medium. Gpa is gpa, regardless of medium. For the most part, courses offered on line also have sections offered in the classroom, so a person can switch if the online is problematic.
 - Another significant thing is that enrollment hasn't changed significantly since 1999, but CE is providing a need for an increasing number of students, both on-line and off-campus. It is essential to provide service to 40% of our students. CE sensitivity to the agrarian calendar is an important factor.
 - Should we explore the question of doubling in the number of credit hours in the mixture enrolled, versus the percentage increase in exclusively CE enrolled? Is there a marketing issue here? This is done by institutional and CE design. The programs are designed so that students are only taking 6 credit hours per semester for the non-traditional, versus the students who are only taking CE courses to augment their schedules. This is due to promotion and strategic marketing, addressing the needs and demands of the marketplace. The university traditionally does not take this approach, but CE does. CE identifies needs in the marketplace and a clear target student group. It is a very different model than the way the university has traditionally structured its programs. This is what the Commission is all about – should we change along the lines of this marginal unit? It was observed that the future is the hybrid model.
 - The Commission was asked to study and reflect on these data, which might produce more questions about what is currently happening in CE.
- c. The following points were brought up during the presentation “Suggested Subcommittee Process:”
- D Loppnow presented the Process Subcommittee's recommendations, and invited suggestions for refinement
 - What was meant by “ground rules” was explained: we all have knowledge, opinions, and interests about the whole array of instructional delivery. The ground rules represent basic issues having to do with respect for all points of view, the issue of the set of values we will consider together, the value we will have for each other's perspectives, and the commitment we will have to be prepared for our sessions. Homework must be done so meetings are efficient and end on time.

- “Creating understanding” refers to sharing information so we can have a common understanding of the facts.
 - The process of identifying subcommittee areas of interest and Committee members indicating which areas they want to participate in was discussed. The importance of doing best practices surveys and environmental scans were stressed (this circles back to the notion of getting facts and sharing information).
 - The list of subcommittee topics was read, and input from the Commission was solicited. Here are some of the points mentioned:
 - The topic of off-campus classes will have to be divided in order to handle all those issues, including full programs, alternative formats, etc.
 - The topic of distance education covers anything that is not offered face-to-face: on-line and correspondence. Wherever an instructor is sent to a location is considered off-campus. Distance education is where the students and the instructor are in different locations from each other.
 - Some group should really analyze spring and summer courses comprehensively, both on and off-campus. Add the dimension of spring/summer to each subcommittee topic.
 - The concept of challenging the model of the way EMU does spring and summer courses. There is a greater demand for later afternoon and evening courses in the spring and summer than we currently offer. This issue is huge, so it was decided to keep the spring/summer dimension as a part of each of the other subcommittees, but to have a person from each subcommittee as the designated spring/summer person, should a subset of the subcommittees convene later in the process. Spring/summer issues include: contractual issues with faculty and lecturers, delivery issues, student support, defining workload, academic year, compensation. This could be one of the recommendations to come out of the Commission.
 - One of the monthly discussions can surround one of these cross-cutting issues.
 - With reference to concerns raised about the Commission timeline, ideally the Commission will be able to make some recommendations that will address some important issues that were left at the bargaining table during the last round of contract negotiations. However, if the Commission’s work needs to extend beyond the May deadline, it is possible that this could happen. The process should not continue indefinitely, however, the Commission can take more time if need be. If we rely too much on best practices and benchmarking, we will not be able to decide what is best for EMU. We need to take the time to craft the best approach.
- d. The following points were brought up during the presentation “Where We Go From Here:”
- Before the subcommittees are launched, we need some concrete data on what the future looks like, including a broad-based environmental scan. We should have a realistic picture of what we are and where we have come from (we don’t have a history of catering to the traditional student).
 - Relevant documents are available through the Strategic Planning website, particularly certain chapters of the environmental scan document.
 - We should not look at an array of models and pick one to embrace; we have to see which models would enhance who we are. We could also conclude that we want to continue doing things the way we have been

- a. Please provide A. Slough with subcommittee choices as soon as possible.
- b. Committee members are asked to study the data provided and bring forth any questions that might arise from this study.

VII. Adjournment

- a. The meeting was adjourned at 5:15 p.m.

Respectfully submitted,



Akosua Slough
Recording Secretary